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ABSTRACT

This text is proposed as a foundation for occupational home economics. Intended for teachers, state and local supervisors, teacher educators, advisory council members, and vocational administrators, it provides an overview of the nature of home economics education, and explains how society's changing view of paid employment and women's roles affects the home economics and vocational home economics programs. A suggested list of courses for occupational home economics is included. The second half of the text examines the concepts of work and leisure and how these concepts are fundamental to occupational home economics. Included in both sections are activities designed for self-development by the teacher or administrator or to use with students. (KC)

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FOUNDATIONS OF OCCUPATIONAL HOME ECONOMICS

by

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Foreword

As society at large recognizes that everyone is a homemaker, the reality exists that at the same time almost everyone is or will be a wage earner. The need for comprehensive concepts of home economics related occupations and work and leisure is urgent.

Weis, Carlos, and Kreutzer have prepared a well-documented overview of the development of occupational home economics. They have supplied some learning activities which will help students interact with this important subject matter. The authors did essentially those same things with the concepts of work and leisure. We urge teachers at all levels to facilitate creative lessons utilizing the content of this publication.

Home Economics Education Association gratefully acknowledges the intense commitment of time, energy, and knowledge necessary for the authors to bring their ideas to print. In addition, the expertise of Sharon Wallace, Publications Chairperson, should be recognized for working through numerous details with many persons. Thanks go to the members of the Publication Committee and Executive Committee of HEEA for their reactions and suggestions to this publication.

This first HEEA publication of the 80's ably serves the purposes of the organization. These purposes are to promote a better understanding of family and community life, to improve the quality of home economics instruction, and to broaden the scope of the curriculum.

Happy Reading and Teaching

Reba J. Davis

Reba J. Davis
President 1979-81

Preface

The development of occupational home economics programs in this country receives fresh momentum from the current social and economic conditions faced in the 1980s. Not only has a cumulative change occurred in women's involvement in the labor market, but the average worklife expectancy of women has increased by more than one-half since 1950, according to the Women's Bureau of the U.S. Department of Labor in 1979. A sense of seriousness is apparent among women about their occupational involvements. Greater importance is attached to the education and counseling influences which affect life choices and career decisions. The impact of women's work on family life including child-bearing and rearing, marital equity, and household management is emerging in the current literature and research.

As home economists, we bear the burden of responsibility for thoughtful reflection on career development in our field, for acknowledging the crunch-points in the lives of women and men forging a style of living which combines responsibilities to a family, a career, and oneself. A perspective on the history of home economics and its occupational responsibilities is fundamental to such an effort. Embedded in this history are elements of sex discrimination which significantly impact the development of occupational home economics and pervade the labor market, distorting it in ways which have created serious issues for resolution today.

Examination of the concepts of work and leisure are also fundamental to occupational home economics. The achievement of a healthful balance between work and leisure in one's lifestyle claims the attention of vocational home economists committed to improving the quality of life. Inequities in the distribution of work, leisure, and education impact upon the public policies which have led to legislation for vocational education.

This text is proposed as a foundation for occupational home economics. It is intended for teachers, state and local supervisors, teacher educators, advisory council members, and vocational administrators who work in concert to plan and conduct occupational home economics programs.

Susan F. Weis
Ellen A. Carlos
Judith R. Kreutzer

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CHAPTER I

Perspectives of Occupational Home Economics

The Past

The roots of home economics might more aptly be termed a "herstory" rather than history, as the field has predominantly served the needs of females since its inception in the late 19th century. However, the founders of home economics did intend the field to be focused on the household with the thoughtful cooperative involvement of males and females. The field served well several other concurrent and preceding movements which were chiefly aimed at educating women, improving the plight of immigrants, and enhancing family life. America's enamoration with science and technology in the late 1800s and early 1900s also found its applications in the field's foundations.

> Ten years ago one of the greatest needs of the country was the appreciation of what science might do for the housewife in her daily home keeping, in making her work both easier and more efficient . . . the present aim of the Lake Placid Conference is to teach the American people, chiefly through the medium of schools, the management of their homes on economic lines as to time and energy. Once the essentials of the home life are settled, they must be made a part of every child's education.[1] 1908

Home economists tracing the roots of the field (Tate,[2] East[3]) suggest that this field has many roots. Some roots have retained distinctive personalities and continued impact to influence the contemporary status and scope of the field. Some home economists have defined the field as a means of preparing young people for either doing or supervising the work of the home.[4] Others defined it more broadly as a means of serving social needs.[5] Labor unrest and difficulties of immigrant families characterized American social problems at the turn of the century. The coalition of individuals forming to conceive the field of home economics had representation from labor, agriculture, and philanthropic organizations; and each left a mark on the emerging discipline. Home economics has served the development of America. It has been involved in the education of extension workers and utility representatives who helped rural and urban families adopt more sanitary living conditions and introduce indoor plumbing and electricity into households. Nutritionists and food scientists developed and tested food rations for military personnel in war and new foods for a convenience-oriented culture. Home economists have served the fashion industry, the food service industry, the toy industry, the space exploration industry, the fields of interior design, human development, family relations, family economics, consumer education, household management, textile science, food science, and home health care.

> The consumer and homemaking program has its roots in three distinct movements: the rise of home economics as a field of study beginning in the mid 19th century; legislation in support of vocational education, beginning with Smith-Hughes; and the rise and fall of a variety of fads and trends in education generally.[6] 1979

These occupational linkages help to form a partial awareness of home economics' occupational orientation. Indeed, the field has sought to prepare individuals for work in its related areas—as educators and extension personnel; as specialists; and as home economists in business and communication, research, and international service. Chiefly, the aims of these occupations are those of a "professional level" of service to individuals, families, and homes. And, not by accident, home economics has maintained a strong commitment to the occupation of homemaking. "The occupation of homemaking has been the purpose of Vocational Home Economics since passage of the Smith-Hughes Act in 1917" (Cross[7]). The occupation of homemaking has been ignored and devalued as nonmarket work according to Nelson[8] who developed a clear rationale for homemaking as an occupation. Subsequently, the importance of home economics as a legitimate branch of vocational education has been undermined.

In 1978, the Vocational-Technical Education Consortium of States (V-TECS) began a survey data analysis occupational inventory for homemakers. Presented in two sections, Inventory A

(Project #9991) and Inventory B (Project #9993), the homemaker's duties/tasks included 738 items.[9] The inventory provides a strong and broad foundation for defining the occupation of homemaking.

> The clear fact is that keeping house and raising children is work—work that is, on the average, as difficult to do well and as useful to the larger society as almost any paid job involving the production of goods or services. The difficulty is not that most people don't believe this or accept it (we pay lip service to it all the time) but that . . . we have not, as a society, acknowledged this fact in our public system of values and rewards.[10] 1975

> It has been estimated that working women spend an average of 40 hours per week on housework which, when added to their market work, means that they probably end up doing a much higher proportion of society's total work (paid and unpaid) during a given year than men.[11] 1975

> Our failure to include the value of housewives' services in the gross national income may have important consequences for the social status attached to this occupation. *First*, women may choose market over nonmarket work because they—and others—undervalue the latter, and this may lead to a misallocation of resources between the two activities. *Second*, women with little or no alternative source of income may be forced to work even when society might benefit more from their nonmarket activities.[12] 1975

> If we had any adequate sense of the priorities of our society, it seems to me that we would put ten times as much of both research and education into the area of households as we do now.[13] 1972

> A rationale has been formulated for the monetary worth of the services performed by homemakers. Now that husbands are assuming additional homemaking responsibilities, more services are being purchased from commercial agencies, insurance companies are paying for the value of services of a deceased wife and mother, and an awareness is developing that the GNP would profit by adding the dollar value of household work, homemaking may soon be declared an occupation. The monetary value of the household work done by a full-time homemaker with several children can exceed the take-home pay of her husband. The monetary value of a husband and wife who are both employed and share the work of the home may equal the combined take-home pay of both.[14] 1979

> Consumer and homemaking education supports the development of occupationally competent individuals through preparing homemakers to provide a base of operations for other family members that furthers their physical, mental, and emotional well-being. Individuals are better workers when their physical needs are met through nutritious meals, safe and comfortable home surroundings, and the like. They are more employable when the home has emphasized such values as responsibility, honesty, and pride in a job well done. They are more stable when the home has provided a sense of security through affection and mutual trust. The quality of the home foundation can make all the difference with respect to the way the family members perform their various roles as students, friends, sons or daughters, wives and mothers, husbands and fathers, *and employed persons* (author's emphasis).[15] 1979

In 1976 a coalition of home economics organizations was formed to develop a position paper on vocational home economics education. The resulting statement presented vocational home economics education as having two objectives. "Vocational home economics education prepares males and females for (a) the occupation of homemaking and (b) paid employment in home economics occupations."[16] Hughes [17] and others (Cross,[18] Simpson[19]) have commented upon the uneasy position of home economics within the larger field of vocational education.

> The problems of vocational home economics arise in part because its place in vocational education is continually challenged and in part because it is vulnerable to the vagaries and caprices of educational planners. Some among us attribute the latter to its being a field dominated by women and subject to the attendant discrimination. Others attribute it to failure among those responsible for leadership to have delineated dimensions of the field appropriate to nonprofessionals.[20] 1979

> On December 18, 1963, President Lyndon B. Johnson, signed the Perkins Bill (H.R. 4955) thus making it Public Law 88-210, Vocational Education Act of 1963. This is the first permanent legislation in the field of vocational education since passage of the George-Barden Act of 1946. It holds many implications and possibilities for changes and expansion of programs. This is particularly true as it applies to home

economics education. Along with traditional education for homemaking, this Act will permit use of Smith-Hughes and George-Barden funds for education directed toward employment opportunities using homemaking skills."[21] 1964

It was not until 1963 that home economics received a legislative charge to develop programs aimed at preparing paraprofessional workers for its related occupations. The impetus of the 1963 legislation was slow to take its effects. In 1966, a national seminar on home economics education was held to provide state leaders with information on program development for occupational education.[22] At this seminar, Borosage described a conceptual framework for program development in vocational education comprising six elements.

(1) Vocational educators must have the capacity and the willingness to see the community and its vocational education needs as a whole rather than a collection of agencies and self-interests.

(2) There must be the capacity to set some common goals, to fix priorities, to develop new approaches, to test these in action and to evaluate performance against national as well as local standards.

(3) Another capacity vocational educators must have is the capacity to mobilize governmental as well as private resources and to forge working relationships among agencies of both sections.

(4) The capacity to involve and to affect critical centers of community power, is necessary to break the bottle-neck in education, employment, law and health and other fields.

(5) The capacity to finance the considerable cost of research and experimentation is no less vital.

(6) Finally, vocational educators need the capacity to convince the people involved—on the one level, industrial, business, labor, governmental and civic leadership, and on the other level, the women affected—that these programs are for real."[23] 1966

It is possible in the period from 1900 to the present to trace the growth of home economics as a field with obvious occupational orientations. Within the larger field, vocational home economics education, funded as a component of federal legislation for vocational education has developed two distinct program thrusts—preparation for the occupation of homemaking and preparation for entry into occupations related to home economics.

The Present

Thus, home economics education had the mandate and the charge to expand its concern to occupational programs. It was aided by the movement of women into the labo. market in the 1960s and 1970s which provided even greater interest in local programs aimed at producing graduates who possessed marketable skills. This need was further supported by the increased social phenomenon of displaced homemakers.[24]

ACTIVITY

Become knowledgeable about the history, status, problems, and issues related to women's involvement in the labor market. Two good sources are (1) Smith, Ralph E., Ed. *The Subtle Revolution: Women at Work.* Washington, D.C.: The Urban Institute, 1979. And, (2) Feinstein, Karen Wolk, Ed. *Working Women and Families.* Sage Yearbooks in Women's Policy Studies, Vol. 4. Beverly Hills: Sage Publications, 1979. Then, respond to the following questions: (A) What are the effects of women's employment on marriage? (B) On child bearing and rearing activities? (C) On household management? (D) On the power structure of the family? (E) On satisfaction with self and family? (F) On health and longevity of self and family members? (G) On the status of females in society?

Help a younger individual to assess the market returns on time spent in fulltime homemaking versus time spent in fulltime employment over his/her adult worklife.

In a postindustrial era, the amount and type of work will change, as will the way in which work is defined and valued. The current focus upon the collection and distribution of energy and natural resources as well as the manufacturing and marketing of goods will give way to the delivery of information, services, and experiences. Educators must be sensitive to the potential for careers emerging in these areas."[25] 1977

Home economics is basically involved with service industries. The current occupational programs of vocational home economics are presented in Figure 1. All five areas of occupational home economics are overwhelmingly human service oriented. This means as society

09.02	*Child Care and Guidance, Management and Services*	
	09.0201	Child Care Aide/Assistant
	09.0202	Foster Care/Family Day Care
	09.0203	Child Care Services Manager
	09.0204	Teachers Assistant
09.03	*Clothing, Apparel, Textiles Management, Production and Services*	
	09.0301	Commercial Garment and Apparel Construction
	09.0302/03	Custom Tailor and Alterationist
	09.0304	Fashion/Fabric Coordinators
	09.0305	Custom Apparel/Garment Seamstress
	09.0306	Clothing Assistant
	09.0307	Textile Testing
	09.0308	Wedding/Specialty Consultant
09.04	*Food Management, Production and Services*	
	09.0401	Food Service Employee Manager
	09.0402	Food Caterer/Aide
	09.0403	Dietetic Aide/Assistant
	09.0404	School Food Service Worker/Manager
	09.0405	Chef/Cook
	09.0406	Baker
	09.0407	Tester of Food
09.05	*Home Furnishings, Equipment, Management, Production and Services*	
	09.0501	Home-Service Assistant
	09.0502	Interior Designer/Decorator
	09.0503	Home Furnishings Aide
	09.0504	Custom Upholster and Slipcover
	09.0505	Custom Drapery and Window Treatment Designer/Maker
	09.0506	Floral Designer
09.06	*Institutional, Home Management and Supporting Services*	
	09.0601	Housekeeping Management Assistant/Executive
	09.0602	Homemaker's Assistant
	09.0603	Companion to the Aged
	09.0604	Consumer Aide/Assistant
	09.0605	Therapeutic Recreational Assistant

FIGURE 1. Occupational home economics education.[26]
(U.S.O.E. Codes are tentative as of October, 1979.)

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and the labor market move from factory industry to service industry—one characteristic of a post-industrial society—service jobs should increase in number and new jobs should be created. Thus, occupational home economics is credible as a growth field in the years to come. Indeed, it is believed that, "human service jobs are the least likely to be automated out of existence because they provide services that are in demand."[27]

The programs are intended to prepare students to enter the job market even if students leave the program prior to completion. Students remaining in programs for longer periods may acquire additional job skills or may advance to mastery of more sophisticated job skills. Programs which feature an integration of classroom, laboratory, vocational student organizations, and supervised experience in an actual job are seen as being superior in their preparation of students for labor market entry.[28] An estimated 590,000 students were enrolled in occupational home economics programs in 1979-80.[29]

> The occupational home economics curriculum is planned and developed on the basis of the knowledge, skills, and attitudes necessary for successful employment in particular jobs or job clusters. National, regional, or local surveys are used to determine the frequency of performance and importance of tasks for each job. Although immediate evaluation of learners is based on attainment of the required competencies, evaluation of the program is based on the preparation of students who are employed and their job success.[30] 1979

FHA (Future Homemakers of America) has been the vocational student organization for home economics programs since 1945. This youth organization is now augmented by HERO (Home Economics Related Occupations) which primarily serves students in secondary occupational programs.

Occupational home economics programs obviously require energetic leadership in their planning and teaching. The occupational program must tap the formal and informal power structure of the community from its conception to its implementation and formative evaluations. Rourke and Gentry,[31] Terrass and Comfort,[32] and Finch and Crunkilton[33] provide sound information for such program development and conduct. Research underway by Browning[34] is intended to detail the knowledge, skills, and behaviors for teaching occupations related to home economics. The items from Browning's research instrument, presented in Figure 2, are useful as a possible checklist for self-evaluation of preservice and inservice teachers of occupational home economics programs.

ACTIVITY

Focus on what happens to the family clothing management process when a fulltime female home manager trades her job for an 8 hour/day job away from home to increase the family's income. (A) List the routine clothing management tasks usually performed by a fulltime homemaker. (B) Underline the tasks from (A) which are likely to change in this situation. (C) List the decisions that will need to be made in the family to accommodate the change and specify by whom each decision should be made. (D) Determine what changes could occur in the community in clothing management related occupations/services when many homemakers decide to work for wages outside the home. (E) List the changes from (D) and draw implications about the needs of the labor market to accomplish these changes.

ACTIVITY

(1) Study the paraprofessional jobs in the area of child care and guidance, management and services presented in Figure 1. (2) Review their descriptions and classifications in the *Dictionary of Occupational Titles (DOT)*. (3) Research these relevant job opportunities, wages, and working conditions in your community. (4) Determine the adequacy of available child care services and facilities for the range of needs in your community. (5) If the trend of increasing maternal employment continues with increasing inflation, will existing facilities and services accommodate the community's needs? (6) What are the implications from this activity for program development in occupational home economics?

Items #1-6 of Browning's list (Figure 2) are to be taken in order of presentation for the

CURRICULUM DEVELOPMENT

1. Develop an instructional program that reflects current and projected political, economic and technological changes.
2. Use community survey data as a basis for developing relevant curriculum.
3. Identify, from an occupational job analysis, skills needed for a specific job or task.
4. Identify competencies needed for entry into an occupation.
5. Determine terminal performance objectives based on the occupational performance standards of industry.
6. Identify basic elements of vocational preparation that will enable workers to adapt to a different job within an occupational area.
7. Formulate instructional plans that correlate instruction offered in the classroom, through the vocational youth organization, and on the job.
8. Provide realistic learning experiences in the classroom by simulating industrial settings.
9. Develop individualized competency based instructional materials.
10. Work cooperatively with teachers of other occupational programs in team planning and teaching courses touching more than one area.

EVALUATION

11. Assess the performance of students in the cooperative work experience.
12. Aid students in self-evaluation of progress toward vocational goals.
13. Assess the facilities and quality of cooperative work experience sites in terms of predetermined standards.
14. Evaluate the program using a system to follow-up graduates placed in local jobs.

COOPERATIVE PROGRAMS

15. Work with local employers to place students in cooperative work experiences.
16. Assist students in solving problems related to cooperative work experiences.
17. Assist students in acquiring work permits.
18. Assist employer in securing permit to pay a training wage to the student.
19. Describe the basic roles of the school and the employer in a cooperative education experience.
20. Adhere to policies on absenteeism, work schedules (hours), job transfer, and wages for student learners placed on cooperative experiences.
21. Assist employer or cooperative work experience supervisor to develop instructional techniques.
22. Develop written training agreements in cooperation with student and employer.
23. Terminate cooperative work experience for students when conditions demand it.

MANIPULATIVE SKILL IN AREA TO BE TAUGHT

24. Demonstrate essential competencies required for the specific occupation to be taught.
25. Operate up-to-date equipment in the specific occupation to be taught.

JOB PLACEMENT

26. Maintain updated listing of employers and jobs in the local area.
27. Assist students in securing employment.
28. Recommend students for jobs.
29. Identify potential wages and fringe benefits available to employees.

FIGURE 2. Knowledge, skills, and behaviors for teaching occupations related to home economics.[35]

ADVISORY COMMITTEES

30. Organize an advisory or craft committee.
31. Explain the functions of an advisory or craft committee and the role of advisory or craft committee members.
32. Assume responsibility for the functioning of the advisory or craft committee.

SANITATION AND SAFETY

33. Maintain first aid supplies in a readily available location.
34. Demonstrate knowledge of federal and state safety and health requirements with respect to laboratories and cooperative training sites.
35. Implement program models in laboratories equal to their industrial-commercial-business counterparts in terms of safety and health.
36. Insure that each student passes a safety test on each piece of equipment prior to being permitted to use the equipment.

APPLICATIONS AND INTERVIEWS

37. Guide students in assessing ways to describe their saleable skills.
38. Guide students in developing a portfolio which provides evidence of competence which may be shown to prospective employers.

CAREER OPPORTUNITIES IN INDUSTRY

39. Identify occupations and establishments in the community employing persons in the occupational area.
40. Describe typical career patterns in an occupational area.
41. Assist students in securing continuing education.

EQUIPMENT

42. Arrange layout of the laboratory to simulate business and industry.
43. Determine specifications for needed equipment.
44. Assume responsibility for care and repair of equipment.

LABOR LAWS AND LEGAL RESPONSIBILITIES

45. Demonstrate knowledge of legislation, laws, and state regulations applicable to the occupational area.
46. Compile vocational education management information system data.
47. Display knowledge of ways to obtain reimbursement and funding.

FIGURE 2. (Continued)

YOUTH GROUPS

48. Assist students in preparing for contests.
49. Conduct student leadership training sessions.

RECRUITMENT

50. Establish pre-requisites and criteria for student selection.
51. Recruit students for an occupational area.
52. Explain the process of recruitment and admission of students.
53. Assist students in analyzing personal capabilities and interests before selecting an occupational area.

PUBLIC RELATIONS

54. Explain the occupational program to others in the school and community.
55. Acknowledge contributions of persons in the community to the program.
56. Promote community relations by participating in community activities and organizations.
57. Sponsor an employer appreciation event.
58. Publicize activities of the occupational program through the media, brochures and displays.
59. Explain the ways in which cooperative education satisfies educational administrators and lawmakers seeking viable forms of vocational education.

ADMINISTRATION OF PROGRAM

60. Disseminate prepared reports summarizing the program.
61. Plan for use of the facilities and equipment by other groups such as adult education groups.

ORIENTATION TO THE WORLD OF WORK

62. Explain the purpose and objectives of occupational education.
63. Recognize that work is a means of achieving self-fulfillment, economic independence, and a channel for use of time and energy.
64. Obtain as much work experience as possible in an occupational area.

ATTITUDES

65. Exhibit a strong commitment to preparing students for work.
66. Display a positive attitude toward the importance of the occupational teacher.

HUMAN RELATIONS

67. Recognize the special learning problems of adult students.
68. Maintain good working relationships with training site employers and personnel.
69. Display interview techniques to use with salepersons.

FIGURE 2. (Continued)

process of planning occupational home economics programs. Item #1 requires development of the program rationale, and is usually accomplished via the cooperative efforts of representatives from vocational education administration, from relevant occupations, from community leadership, from parents, and from students. Such a group is the core of a planning team which can then assist the teacher/program developer in planning to accomplish items #2, 3, 4, 5, and 6. This planning team becomes the basis of an advisory committee as the program is launched into operation. Items #7 through #10 are additional elements to be accomplished in program development before it is installed and operating. Browning's entire list should be carefully followed and each point accomplished prior to program operation.

The leadership and teaching of occupational home economics is augmented by the services of an advisory or craft committee.[36] Such a committee helps the program achieve a dynamic partnership with the power structure of the community and enables a broader base of occupational and community support for program development.

In summary, the present scene of occupational home economics education is affected by several optimistic trends including (a) the increase in the number of women entering and remaining in the labor market, (b) the relevance of occupations related to homemaking to the need for occupationally rehabilitating displaced homemakers, and (c) the dependence of a post-industrial society upon service jobs which comprise the bulk of home economics related occupations.

Occupational home economics programs make distinct demands upon teachers. Briefly, these demands entail coordinating and aligning the programs to labor market needs of the related occupations; assessing and including critical occupational tasks as required competencies for student achievement; and integrating supervised field experiences with classroom, laboratory, and FHA/HERO activities in the conduct of the program.

Issues Impacting Upon Occupational Programs

The present status and future outlook of occupational home economics is seriously affected by several critical issues. These issues are seen as fundamentally arising from sex discrimination and the failure to convincingly establish homemaking education as a basic educational component for males and females.

The effects of sex discrimination appear to have caused occupations derived from homemaking which comprise the content of occupational home economics programs to be underdeveloped and devalued by society resulting in low-paying, low status jobs.[37] The evidence faults the devalued status of women in our society for the problems associated with occupations derived from homemaking. The evidence further suggests that leadership from home economics was needed to assist the U.S. Department of labor in correctly identifying and delineating the skills and levels of competence necessary to adequately perform these jobs.[38] The consequences have been that paraprofessional preparation programs were not developed because their *Dictionary of Occupational Titles (DOT)* ratings did not justify educational programs.

Recruitment to home economics related occupations and occupational programs has been difficult and below the demands for workers. Recruitment of males to many occupational home economics programs has posed a particularly keen challenge. Rewards for male, as well as female, entry in many home economics related occupations are lacking.

> Based on the results of its work, the *DOT* Research Project concludes that the *Dictionary of Occupational Titles* systematically—though not purposely—discriminates against virtually all non-degreed, People-oriented women's jobs at great expense to the public in general and women in particular. Despite the fact that project staff uncovered no conscious attempt on the part of the Division of Occupational Analysis and its Field Centers to downgrade the complexity of women's work, the verdict was harsh. By failing to develop the job analysis tools necessary to express interpersonal aptitudes, knowledges, and skills, the Division of Occupational Analysis has produced a *DOT* that shortchanges traditional women's work via inaccurate coding and denies the existence of subprofessional jobs in the human services.
>
> Project findings show that jobs suffering most are the salaried derivatives of homemaking and mothering, particularly those at the paraprofessional level in the fields of health, education, and welfare." 1975

The self concept of workers in devalued occupations suffers and complicates efforts to im-

prove these occupations. Lacking full civil rights, females in female-dominated fields are unduly hampered in mounting efforts to upgrade or enhance their occupational status.

The pervasive effects of sex discrimination on home economics extends beyond its occupational programs. The devalued status of homemaking has produced generations of young women who are prime targets for becoming displaced homemakers, and generations of young men who are functionally illiterate regarding the work of the home and family. The capital-intensive qualities of contemporary life encourage females to abandon homemaking for labor market participation and homemaking becomes their second job responsibility. Szinovacz[40] reported that, "husbands of employed wives participate in more household tasks than do husbands of housewives, but do not spend considerably more time with or assume equal responsibility for these chores."[41] Further, the responsibility for management of the household presently remains with the wife even in societies with stronger gender-equal social policies than the United States.[42]

Perrucci, Potter, and Rhodes[43] concluded from their analysis of three hypotheses regarding male family role performance that, "further integration of work and family roles for men depends substantially on socialization experiences that foster . . . a belief that is consonant with sharing household/childcare tasks."[44]

Other issues and questions facing occupational home economics are presented below for thoughtful consideration:

A. Curriculum appears to be a perennial issue. *What* is taught, *to whom*, *when*, *where*, and *why* are questions which have not always been carefully posed or resolved in education. In occupational home economics, the luxury of time, influence, resources, and funding may never be concurrently present to permit resolution of curricular questions. Is occupational home economics a program aimed monolithically at the employability of its students, or at homemaking with employment options? It seems reasonable to suggest that consumer and homemaking programs focus on homemaking and that occupational home economics focus curriculum toward student employability. However, both foci of the field need to address the effects of labor-market involvement of females and males on home and family life.

B. The preparation of teachers for occupational home economics programs has caused some concern and is not yet fully resolved. The nature of the experiential background for teaching occupational home economics logically includes credible occupational experience and successful teaching competencies. Home economics teacher education has been slowly developing programs to prepare individuals to teach occupational programs, but the priorities for such units appear to be more closely aligned to preparing teachers for consumer and homemaking programs. Some occupational home economics teachers are prepared via a vocational industrial teacher education model which recruits individuals from industry and requires 60 college credits of general and professional education to develop teaching skills. These teachers are never recognized as home economists but claim identity as instructors of food services or clothing services, etc.

Possible Responses to Issues

It would appear logical to encourage a higher level of commitment by home economics teacher education to the preparation of teachers for occupational programs or to abdicate responsibility for such programs. The stereotype of the lesser qualities of academic respectability traditionally attached to occupational programs may be updated by an appreciation of the heavier role occupational involvement plays in the lifestyles of females and males today. The strength of national goals for education emphasizing the development of each individual's potential for employment and successful adult life further command attention to the role of occupational programs in general. These goals have taken hold in our culture from early visions of career education[45] to the Humphrey-Hawkins legislation focused on the individual's right to work.

A realignment of the priorities of home economics teacher education toward emphasis of occupational programs relates to the issue of sex equity. In a capital-intensive economy, the parity of males and females is related to one's status in commanding a paycheck. Scanzoni[46] presented a thorough analysis of the phenome-

non of marital parity, or equity between spouses, in relation to the change in women's social status. His analysis indicates that marital parity relates to the bargaining position of both spouses. Women, in general, have lost ground with discrimination and societal devaluation of their roles. However, Scanzoni and others[47] report that one's bargaining position is affected by (1) education, (2) earnings, and (3) occupational status. Most authorities have wisely held off in probing the nature of marital or familial parity. Indeed, occupational home economics confronts the differences between intimate relationships based on one-way transfers and reciprocity of goods and services made for love and those based on equivalent exchange made for profit.[48] Home economics has valued and encouraged valuation of the former. Indeed, many authorities strongly believe families operate as families on a "grants economy."[49] The introduction of an exchange economy in the family desecrates the values underlying its interdependencies. It is perhaps for this reason that occupational home economics has not received the attention of priority in the broader discipline of home economics. The very element of two separate economic systems has bound females from extensive labor force participation for centuries, and, thus, social and civil equity in a society whose rewards favor a capital-intensive exchange economy. Perhaps, occupational home economics can succeed in teaching both economic systems to its students and assist in analyzing and managing across the parameters of the two systems. Logic suggests that the times and societal conditions require no less from occupational home economists.

How occupational home economics relates to social issues and problems is critical, but unresolved. It presently is viewed as a reactive field which deals with the effects of spouse abuse, child abuse, divorce, displaced homemakers, welfare recipients, and other "problem people." It is perceived as a channel for rehabilitation, but its rehabilitative processes are weakened by discrimination and the "politics of deficiency" as Bronfenbrenner[50] explicated. Social policies appear to have unintentionally sustained occupational home economics as a weak and frail field.

Summary

Although this presentation of the roots, current status, and issues of occupational home economics has appeared as a critical and somewhat negative view, it has been done to provide an awareness of its limitations and its promise. Occupational home economics is needed—its related occupations are becoming established as occupational components of human services in our society—its derivations from homemaking skills mark it as a logical linkage from the home to the labor market for individuals who seek employment *or* who are willing to perform these skills in the labor market.

ACTIVITY

Enterprising futurists may read Alvin Toffler's, *The Third Wave* (Morrow, 1980) and investigate the capabilities and potentials of personal or home computers by additional reading (*Quest Magazine*, July/August 1980, The New World of Personal Computers, p. 58; or *Next Magazine*, March/April 1980, Here Come the Computers, p. 30), or by talking to representatives of home computer companies. Brainstorm about the impact of home computers on institutional and home management; for enhanced home-community linkages; and for altered communication, information-processing, and educational systems. Examine the results of your brainstorming for their potential as emerging paraprofessional occupations relevant to the area of home/institution management. Explore your ideas with home computer companies, and personnel in business education, electronics, or data processing programs. Follow through on your viable ideas with appropriate proposals or recommendations for program development in your school or community.

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CHAPTER II

Work and Leisure

WORK and LEISURE stand out as concepts fundamental to vocational education. More importantly, these concepts are fundamental to one's personal philosophy of life and the implementation of one's beliefs about living. To aid in understanding these concepts and their unique meanings, the following sections are concentrated on defining and analyzing work and leisure in human life. These efforts are intended to serve as a guide in developing and clarifying personal meanings of these concepts.

Both work and leisure are concepts that reflect one's understanding of time. Neither one can be fully grasped independently of time.[1] A number of authorities have suggested schemes for analyzing uses of time over 24 hours of a day. These schemes typically include categories of time usage such as:

1. work, working time, subsistence time;
2. work-related time, work obligations;
3. existence time, meeting physiological needs;
4. non-work obligations, semi-leisure; and
5. leisure, free time, spare time, uncommitted time, discretionary time, choosing time.[2]

These categories may appear to be awkward in describing how a day passes, but their use in categorizing activities in human life point up some important clues in human lifestyle and serve to emphasize the roles of work and leisure in the daily creation of one's lifestyle.

Work

Work, like love, is a simple four-lettered word which appears as a regular and respected term in human communications. At first it seems easy to define—it means "occupation," "something one does to earn a reward," or "the means of earning a living." Production, effort, labor, and employment are other common synonyms of work. Understanding the concept of work requires some further thought. Work takes on different meanings depending on one's frame of reference—oneself, one's reference groups, and society in general. The meaning of work changes with shifts in any of these perspectives. As civilization has changed over time, the role and meaning of work has been altered, although it remains a salient feature of human life.

A history of work. Marx[3] believed that the primary determinant of society is the manner in which the bulk of the population makes a living. Thus, he saw the worker and the ways in which the fruits of the worker's labors were distributed as the key influence shaping human history. Other social scientists have theorized that social evolution appears to be dependent upon changes in the technologies of human labor—the means by which work is accomplished to provide for human needs. Engels,[4] thus, classified five stages of cultural evolution: Tribal Society, Slave Society, Feudal Society, Capitalist Society, and Socialist Society. In these classifications, it is evident that the technologies of labor were influenced by distinctive relationships among social subgroups. Despite the particular theory of human history that one may hold, it is possible to reflect some impressions of the kinds of work that were predominant and the commonly held ideas associated with work in a broad sweep of the various historical eras.

In the earliest periods of human life, and in unacculturated contemporary societies characterized by Neff[5] as Hunting and Gathering Societies, the maintenance of life is fragile and precarious involving all members in efforts to subsist. Very little occurs to divide work among members in these societies. Sex appears to be the only basis for a division of labor, with males more heavily involved in hunting and fishing and females more apt to gather natural products, fabricate clothing and implements for storing and preparing food. Some authorities[6] have suggested that the work of women was carefully distinguished from that of males. Other tools and materials used were made by any and all members without apparent regard to sex or age. Evidence from such societies suggests that work and leisure were not separate spheres of activity. In fact, labor is a continuous and all-pervasive feature of life to such societies.

In Agriculture and Pastorial Societies,[7] a

division of labor appears as food supplies and production became more stable and a surplus over immediate needs was realized. When this occurred, workers began to specialize, and work acquired differentiated evaluations related to the interpersonal power structure of the society. It was in such societies that work became distinct from non-work and that selected work activities were valued over others. Dependence upon land, water, and weather evidently contributed to the growth of religion-oriented governments which brought additional complexity to the role and meaning of work. In the ancient Hebriac tradition, humans continuously toiled to pay for spiritual wrongdoing and to repair their relationships to their deity. Work took on conflicting meanings—a curse and a means of reclaiming spiritual dignity and self worth.

All useful work in ancient Greece and Rome was done by slaves or by persons not accepted as citizens, and labor was believed to be degrading and only fit for those who were considered to be less than fully human. Leisure was devoted to intellectual activities, politics, human relations, persuasion, war, and pursuit of the arts. Thus, the belief emerged that servility was equated with work, and freedom from work was equated with nobility. Some occupations such as farming, animal husbandry, and big business were exempt from the stigma of work. Perhaps this was because these permitted attainment of the economic self-reliance needed to cultivate the amenities of civilization.[8]

As noted, religion played a major role in the meanings ascribed to work. St. Benedict declared that both manual and intellectual labor was a religious duty. Work was necessary to discipline the soul and to serve God. Idleness was considered spiritually improper, leaving the individual open to evil. Useful labor, as an ethical issue, assumed importance because of its relationship to charity. The results of one's labor were to be shared with the less fortunate.[9]

Martin Luther elaborated further on the morality of work. Work became the basis and key of life. Work was still seen as a consequence of sin, but everyone who could work should—each according to one's social station. Work was a service to the Lord, and to labor at one's calling according to one's social class was good.[10]

John Calvin, too, set forth the principle that industriousness led to salvation and idleness to damnation. Calvin condoned freedom of choice in one's occupation and allowed that it was morally acceptable to become wealthy, as long as the wealth was put to good use. Work and wealth were then seen as compatible with religious duty. The Protestant work ethic evolved from such roots to maintain that hard work and clean living were the components of life that proved one's service to God.

The growth of crafts throughout the middle ages produced other meanings for work. Work assumed an intrinsic value—as an end in itself—a personal achievement. And, work was seen as representing degrees of goodness as subtle distinctions and evaluations of various forms of labor emerged. Manual versus mental labor, managers versus operatives or "hands," and skilled versus unskilled workers, were some of the gross distinctions which reflected a subtle and complex status hierarchy in the social order.[11]

Needs and values regarding work. These meanings and roles of work from differing historical periods, cultures, and religious philosophies have gradually blended with current information to create one's contemporary beliefs and ethics. Neff characterized Americans as making less distinction between the value of manual and mental work than other cultures. A tendency to glorify the "school of hard knocks" over higher education persists in some American subcultures today. Americans also tend to value work and to view nonworkers as social parasites despite their level of wealth.[12]

ACTIVITY

To formulate one's definition of work, consider two questions: What is work, and why do people work? Take a piece of paper and list as many responses to these two questions as possible within 15 or 20 minutes. If you have other persons to work with, you may want to include their ideas in developing a list of responses, or each of you may make up your own list and compare the lists after completion.

An examination of your list should point out that humans seek to fulfill their needs through their labors. In most instances, this need fulfillment and either the work itself or the conditions under which work is performed create a sense of enjoyment for individuals. Your

responses as to why people work do not have to include monetary rewards in order to qualify as work. Nor does work necessarily have to produce a visible product. Work also figures heavily in creating one's sense of identity. The appeal or glamour of strong role models in highly visible roles has influenced most individuals in significant ways. Primarily, motivation to work is related to need fulfillment.

One's work does structure the passage of time; and as individuals retiring from the labor force can attest, the loss of the work routine from one's day can create some disorientation.

Structure and conditions of work. After defining work, look briefly at the structure and conditions of work. The structure is in a constant state of change, since the multitude of components—people, organizations, technology, society—change. New ideas emerge, social structures evolve, technology advances, dissatisfactions arise, and social pressures impact on the structure of work.

ACTIVITY

Consider your list against Maslow's hierarchy of needs.[13] Figure 1 shows a sample listing of reasons why people work and is categorized to relate to Maslow's need hierarchy. Your own list of responses may be similarly categorized and may be helpful in revealing what major set(s) of needs you are seeking to satisfy through work by determining the level in which the bulk of your responses fall.

Since industrialization, the labor market has gradually evolved to require more skills and knowledge and less muscular strength. Technology has created machines to handle many of the tasks once requiring human strength, and skilled operators replaced the laborers in many occupations.

Another significant influence on work is the rise of the organization. More and more, occupations are being carried out in organizations. More than 85 percent of the labor force are employees.[14] Work is no longer primarily based in the home—even the professions have organized into firms or clinics, eliminating the effects of self-employment. These organizations, once formed, are also in a state of constant change. As society becomes more automated for the production of goods, it is also becoming more service-oriented. Organizations are becoming more people-oriented. Organizations, who are chiefly idea-processors, become more debureaucratized while those who are product-oriented become more bureaucratized. As these organizations see-saw in their levels of complexity and changes of emphasis occur, the structure of work is affected.

ACTIVITY

Before you put your list of responses away, it is also helpful to rank order each element of your list by noting a *1* beside the response you hold as most important, a *2* beside the next most important, and so forth. An examination of your rank ordering can provide the structure for formulating your philosophy of work and can be a useful tool for evaluating the satisfaction of your present job or a prospective job.

Another major change in the structure of work is the separation of work activity from the rest of one's life. Work is usually carried on at a workplace outside the home, and one "goes to work." Work activities may be distinctly different from those performed in non-work or leisure time. Skills, and perhaps more importantly, social relationships are often specific to the occupation and are not easily transferred to other occupations or even to other locations in the same occupations. The rise of the work organization serves to emphasize the separateness of work.

Related to the organized and separate nature of work is the shift from craft to factory production. Years ago, the occupations were settled and craftsmen or other workers did not aspire to other types of work. Youth prepared to assume a career that consumed their lifetime efforts. It was a period of relative social stability.

Work satisfaction was the single best predictor of longevity.[15] 1969

If we assume that work, in its most creative forms, fulfills certain human needs, we may ask what happens to these needs when the quality of working life is too poor to fulfill them.[16] 1971

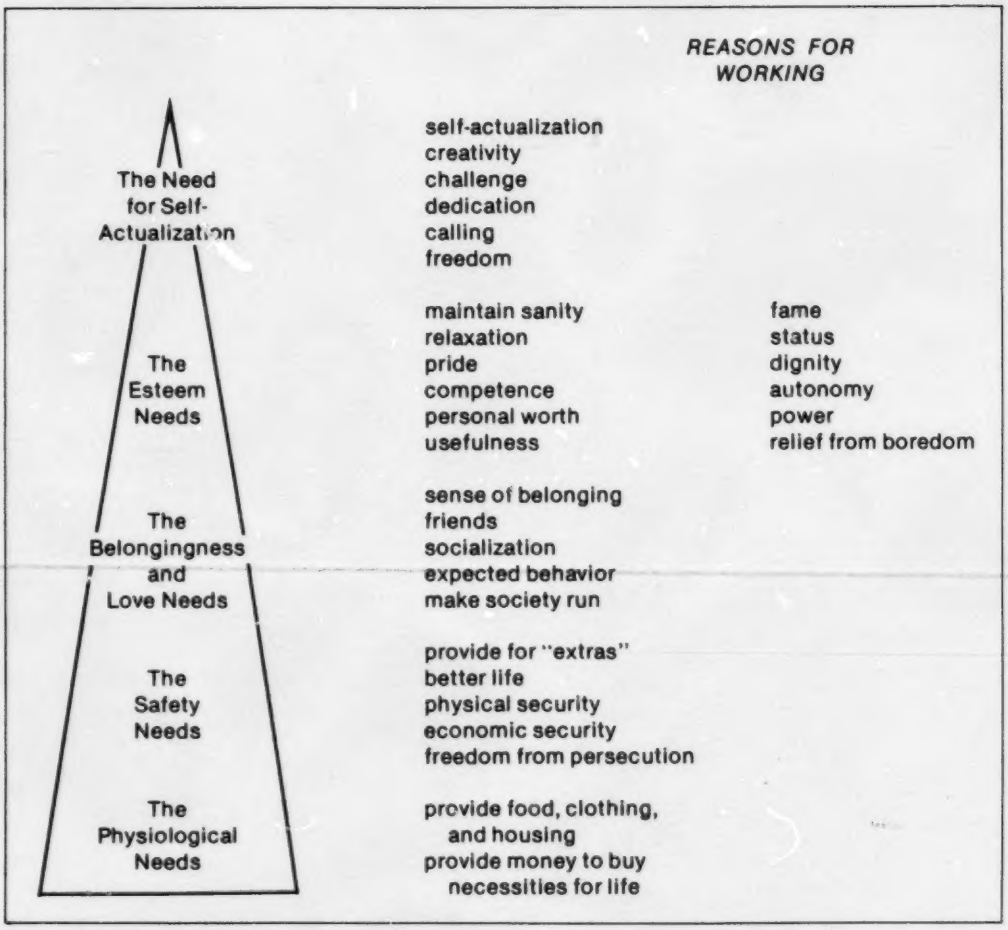

FIGURE 1. Categories of reasons for working as related to Maslow's hierarchy of needs.

The structure of work and one's definition of work combine to provide one's level of job satisfaction. Among skilled factory workers and crafts people, intrinsic satisfaction with the work itself is frequentiy found, especially when the job involved the completion of a whole product.[17] Homemakers who have chosen their occupations also often have these intrinsic values of work. Variety of operations is a source of satisfaction to factory workers, homemakers, and office workers; and among the latter, the friendliness of the working group is often mentioned, particularly by women.[18] Some of the main themes which emerge from people's statements about what makes work satisfying include:

(1) creating something,
(2) using skills,
(3) working wholeheartedly,
(4) using initiative and having responsibility,
(5) mixing with people, and
(6) working with people who know their jobs.[19]

Conversely, themes of dissatisfaction include:

(1) doing repetitive work,
(2) making only a small part of something,
(3) doing useless tasks,
(4) feeling a sense of insecurity, and
(5) being too closely supervised.[20]

> Job involvement . . . is an essential aspect of job satisfaction and studies have shown a correlation between the two. Job involvement is likely to increase either satisfaction or dissatisfaction with the job. . . . Among the most important factors appear to be the individual's need to have a challenging job, and a job which allows for the application of skill, responsibility, and the possibility of individual achievement.[31] 1979

Work, then, should give workers a chance to utilize and develop their faculties, enable them to work with other people in a common task or toward a common goal, and bring forth the goods and services needed by all for a decent existence.[32]

Leisure

Leisure is believed to be the opposite of work, just as free time is the opposite of work time.[33] As lifestyles change, time usage also changes. As the work week shortens, more time is available in the other categories of daily time usage. Since work-related time and existence time essentially remain unchanged, the most likely categories to increase in length are non-work obligations (semi-leisure) and leisure. A belief exists that youth with an abundance of free time need to be carefully taught to use this time "wisely." This valuing of constructive or productive use of leisure is a traditional value of home economics.

However, is leisure truly leisure time when it is structured toward productivity or constructive uses? Should we place few responsibilities or demands on leisure time? A frequent concern is that leisure time is wasted rather than creative. Synonyms of leisure include spare time, relaxation time, time for enjoyment, time for pleasure, unstructured time, time for doing nothing, time for being freed of obligations. These definitions do not preclude productivity—in fact, work and leisure may consist of the same activity—the difference is that leisure activities are chosen.[34] Leisure, thus means choice.[35]

Work is connected with leisure in the classic sense by a common tie with the discovery of self. Both obtain their meaning in relation to self-discovery and self-disclosure; that is, in relation to the quest of reaching for optimum potential. Work and leisure, however, are differently related to this common focus.[36] Leisure in the traditional sense is the consequence of hope sustained, the result of confidence solidly placed. As a consequence of its role both in self-discovery and in self-disclosure, work is the testing of the self; leisure, by contrast, is the achievement of contentment in the self so disclosed.[37]

The way in which leisure is defined tends to be determined by one's expectations, values, and needs. According to Parker, leisure must pass two separate tests: it must be time free from obligations, and it must serve specific purposes such as relaxation or community participation.[38]

ACTIVITY

Keep a daily record of how your time is spent over a one-week period by listing the hours of the day and what activity(ies) you engage in during each hour. At the end of the week, study your time usage and identify what activities comprised your (a) leisure time, (b) semi-leisure time, (c) time for attending to physical needs (eating, sleeping, bathing, dressing, etc.), and (d) work time.

ACTIVITY

Analyze your weekly record of time usage to determine how much time was spent in leisure, semi-leisure, attending to physical needs, and work. You may discover some ways of changing your time use to help you improve your management of your time. Discuss your ideas with others to gain some insights regarding your time usage.

Two viewpoints reign on the relationships between various spheres of life in urban-industrialized society. The first, Segmentalists, believe that human life is divided in areas of activities and interests, and each segment is lived out relatively independent of other segments. Work is thus seen as being distinct from leisure, "production from consumption, workplace from residence, education from religion, (and) politics from recreation."[39] The second viewpoint, that of Holists, holds that society, culture, and the individual are an integrated

whole with attitudes and practices affecting and being affected by every other part.[30] Work is seen by Holists as being an extension of leisure and vice versa.

In Figure 2, Parker details his theory on three types of work-leisure relationships and their associated variables. The three types of relationships represent patterns of life characteristic of the Holists (leisure is an extension of work), Segmentalists (leisure is the opposite of work), and a pattern of neutrality which differentiates work and leisure but not definitively as contrasts to one another.[31]

Experts in the various social sciences agree that both work and leisure are necessary to a healthy life and a healthy society. Social policies designed to realize optimum human potential would have considered both work and leisure as critical components. To most people, leisure means time to feel free to do whatever one wants. However, if people are not encouraged to think for themselves at school and at work, they are not likely to have or trust their mental resourcefulness in their uses of leisure.

> Our pretests suggest that the more a person is part of an industrial society with a very high density of communication, and the more educated a person, the more likely he is to do a number of activities simultaneously. While it is generally true that everyone—regardless of status or nationality—has the same 24 hours at his disposal, there is actually something like 'time deepening' (to coin a term in analogy to capital deepening): if a person develops the ability to do several things simultaneously, he can crowd a greater number of activities into the same 24 hours.[32] 1972

Home economics and the broader educational community can help individuals to become aware of the concept of leisure and its role in their lives. Value judgments regarding uses of leisure are inappropriate educational messages, but awareness of how and why individuals use leisure and the consequences are an important part of leisure education.

A study by UNESCO of people's time usage in 12 nations indicated that "time deepening" is a phenomena affecting the experience of leisure in our lives. Godbey[34] cites seven factors as contributing to society's leisure potential:

(1) the increased production of material goods through the application of technology,
(2) the creation of labor-saving devices for household maintenance and other essential duties,
(3) the decline of the influence of social institutions such as the church and the family in establishing predetermined roles for individuals in all aspects of life,
(4) differences in attitudes toward pleasure,
(5) substantial increase in the educational level of individuals,
(6) lack of physical fatigue associated with many forms of employment, and
(7) an increase in discretionary income.[35]

Godbey countered the above seven factors with four factors which he claimed have negated or altered the meaning of leisure in our society:

(1) limitless materialism,
(2) increased societal complexity and change,
(3) the increasing demands of labor, and
(4) the carry-over of "work values" into leisure.[36]

If time cannot be stretched to produce a longer day in which to achieve those activities one holds as mini-goals, there is a tendency to deepen the amount to accomplish within a limited period of time. Thus, the business luncheon becomes a time to take in nourishment *and* to discuss work *and* to socialize with colleagues. Increased psychological stress is a major consequence of time-deepening. To maintain leisure in adult life, time must be carved from one's daily schedule and allocated for relaxation and freedom from obligations—Sabbath time.

Godbey believes that recreation has been altered by the spillover of work values such as efficiency, competition, incremental improvements, goal setting, etc.[37] Jogging, running, racquetball, and squash have gained in popularity. These activities are all intensely vigorous, enabling a good physical workout without expending large amounts of time. Yet, intensifying the amount of activities accomplished is stressful. If one attempts to achieve relaxation, all of the senses are involved. To attempt relaxation at a campground near a busy highway may not achieve the goal. The traffic flow and noises from the road serve to remind one of the flow of life which may need to be forgotton for the vacation. Recreational settings cluttered with a multiplicity of organized activities, are not as

Work-Leisure Relationship			
Variables	*Extension*	*Opposition*	*Neutrality*
Content of work and leisure	similar	deliberately different	usually different
Demarcation of spheres	weak	strong	average
Central life interest	work	——	non-work
Imprint left by work on leisure	marked	marked	non-marked
Autonomy in work situation	high	——	low
Use of abilities (how far extended)	fully ("stretched")	unevenly ("damaged")	not ("bored")
Involvement	moral	alienative	calculative
Work colleagues	include some close friends	——	include no close friends
Work encroachment on leisure	high	low	low
Typical occupations	social workers	"extreme" (mining, fishing)	routine, clerical, and manual
Non-Work Variables			
Educational level	high	low	medium
Duration of leisure	short	irregular	long
Main function of leisure	continuation of personal development	recuperation	entertainment

FIGURE 2. Types of work-leisure relationship and associated variables. (Individual level.)[28]

restful to the senses as quiet pastoral environs. Some discipline regarding one's uses of leisure may be necessary if relaxation is sought. Leisure can also achieve a goal of recreation—an exercising of mind or muscle by activities that challenge and excite one's senses. The stimulation of our senses by travel, physical activities, games, mental puzzles, and social activities can satisfy a leisure goal of recreation. An analysis of how one spends one's daily time enables one a chance to determine if time is allowed daily for relaxation and regeneration, and recreation. Goals for leisure should be thoughtfully accommodated in one's lifespace.

Work, Leisure, and Social Policies

Additionally, for vocational home economics educators, work and leisure and their relationships to one another are fundamental concepts for examination. The legislation which guides work, and the structural components of work are translated from public policies. Changes in legislation may reinforce, damage, or bear other implications for individual and culturally-derived philosophies regarding work and leisure. While vocational education has attempted social reorganization in its legislation for the decades of 1960-1980, future efforts toward this end may require more careful attention to the philosophies and social structures which are affected by work-leisure relationships. Such attention may require a psychosocial approach to the analysis of emerging or existing legislation.

> The goal of education is no longer for students to learn how to spend their leisure or how to work, but rather to learn how to live a richer, more satisfying life. Postindustrialism necessitates a redefinition of careers, an incorporation of more humanistic values. Work—as time clocked, sacrifice made, or industrial output—is no longer a good in and of itself." 1977

The vocational development of individuals embraced by vocational education demands examination of the shaping forces of work involvement upon one's life. Too often vocational education has focused solely upon the work and the workplace without attention to the integration or separation of the vocational/avocational life of its students. Such an examination is seen as a critical concern for counseling and guiding individuals toward adulthood and throughout the lifespan. As home economics embraces a philosophic purpose to enhance the quality of life, it, as a field, must examine and attend to the issues and impact of work and leisure on the lives of men and women as individuals, couples, parents, and family members; and critically examine these issues and impacts for their ramifications as social policy.

FOOTNOTES

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[24]Parker. Op. cit., p. 28.
[25]Parker. Op. cit., p. 29.
[26]Green. Op. cit., p. 136.
[27]Green. Op. cit., p. 138.
[28]Parker. Op. cit., p. 22.
[29]Parker. Op. cit., p. 99.

[30]Ibid.

[31]Parker. Op. cit., pp. 101-103.

[32]Ibid.

[33]Erwin Scheuch. The Time Budget Interview. In Alexander Szalai, (ed.), *The Use of Time—Daily Activities of Urban and Suburban Populations*. The Hague, Netherlands: Mouton, 1972, p. 77.

[34]Goeffrey Godbey. *Recreation, Park, and Leisure Services: Foundations, Organization, Administration*. Philadelphia: W.B. Saunders, 1978, pp. 10-13.

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[36]Ibid.

[37]Ibid.

[38]James A. Peterson and Dick Park. Values in Career Education: Some Pitfalls. In Louis Rubin, (ed.), *Curriculum Handbook: The Disciplines, Current Movements, Instructional Methodology, Administration, and Theory*, abridged edition. Boston: Allyn and Bacon, 1977, p. 285.